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ABSTRACT

Industry and education must share responsibility for broadening and deepening the talent pool within Canada's population in order to ensure a productive economy. First, the educational enterprise should: (1) review its present program to focus more attention on the career and employment probabilities ahead; (2) revise learning materials with industry input; (3) adopt more flexible delivery methods; and (4) shift emphasis from time as a criteria to competence and demonstrated knowledge as a measurable outcome. Second, industry and business should become more involved in serving and influencing the outcomes of training programs. Third, training in industry must be increased, improved, and supported in order to improve productivity, safety, and cost-effectiveness. Fourth, the number of initial training opportunities must be significantly increased to overcome predictable workforce shortages by updating existing courses and developing new and advanced level technical, technological, and applied technology learning opportunities. Fifth, linkages must be improved between industry, careers, and education to enhance the relationship between learning delivered by the educational network and on-the-job training. Finally, after business and education have moved forward on these objectives, it will be necessary for national, provincial, and local governments to recognize the need for technical education policies that build and broaden the nation's talent pool. (AYC)

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"INDUSTRY'S EXPECTATIONS IN RELATIONSHIP TO COLLEGE AND INSTITUTE RESOURCES"

JC 840 310

NOTES FOR A PRESENTATION BY

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MAY 30, 1984

INDUSTRY'S EXPECTATIONS IN RELATIONSHIP TO COLLEGE AND INSTITUTE RESOURCES

THE TOPIC IS PROVOCATIVE BECAUSE THE WORTH AS WELL AS SUCCESS OF EVERY ENTERPRISE IS LARGELY DEPENDENT UPON ITS PEOPLE RESOURCES. THAT APPLIES TO EDUCATIONAL INSTITUTIONS AND TO THE ECONOMIC MOSAIC OF THE NATION. BEAR WITH ME WHILE AN OVERVIEW OF THE ECONOMIC MOSAIC IS SIMPLISTICALLY PRESENTED FOR YOUR CONSIDERATION BECAUSE THE "PEOPLE MOSAIC" BECOMES THE REAL BOTTOM LINE OF IT ALL.

WE KNOW THAT BIG COMPANIES/CORPORATIONS CYCLE, IN PART, SMALL-TO-MEDIUM BUSINESS OPERATIONS AND OFTEN ONE OF A KIND ENTERPRISES. THE ENTREPRENEURIAL SPIRIT OF INDIVIDUALS, RISK TAKERS WITH AN IDEA, START BUSINESSES AND COMPANIES, WHICH IN TURN CREATE THOUSANDS OF SMALL ENTERPRISES TO FORM THE MAINSTAY OF THE "ECONOMIC MOSAIC". BOTH BIG CORPORATIONS AND THE THOUSANDS OF SMALL BUSINESSES OF COUNTLESS KINDS AND SERVICES ARE AFFECTED BY EVERY SLOWDOWN OR CHANGE IN THE VELOCITY OF MONEY, THROUGH SOCIETY, DEMAND AND SUPPLY FACTORS, PRODUCTIVITY, COMPETITIVENESS, LOCAL AND WORLD-WIDE ECONOMIC RELATIONSHIPS AND THE POLITICAL CLIMATE AS SUCH RELATES TO GOVERNMENTAL MATTERS, SELF-INTEREST GROUPS AND INFLATIONARY/DEFLATIONARY PRESSURES.

UNDER 30% OF ALL EMPLOYED CANADIANS WORK FOR BIG COMPANIES/CORPORATIONS AND NEARLY 70% OF ALL EMPLOYED OR SELF-EMPLOYED CANADIANS WORK FOR SMALL-TO-MEDIUM SIZE BUSINESSES, COMPANIES AND ENTERPRISES TO FORM AN "ECONOMIC MOSAIC" OF GIGANTIC PROPORTIONS. THE HEALTH OF THAT "ECONOMIC MOSAIC" IS OF PRIME IMPORTANCE FOR THE INDIVIDUAL PEOPLE

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THAT ARE IN IT, DEPEND UPON IT AND WHO MAKE IT WORK.

WITH A CURSORY OVERVIEW OF THE ECONOMIC AND PEOPLE MOSAICS IN PLACE, WE SHOULD ALSO NOTE THAT "BIG" NON-ELECTED GOVERNMENTAL BUREAUCRACIES HAVE GROWN TO ASSUME THE ROLE OF MASTERS INSTEAD OF SERVANTS AND FACILITATORS. THIS MAKES BEING IN A BUSINESS OF ANY KIND WITHIN THE MOSAICS VERY COSTLY BY THE "CREATIVE INERTIA" THAT CONFRONTS THE ENTREPRENEURIAL SPIRIT IN ECONOMIC TERMS AND THE INNOVATIVE SPIRIT IN EDUCATIONAL TERMS. THE POWERS OF MISINTERPRETED ENACTMENTS, STATUTES AND REGULATIONS FAR TOO OFTEN EFFECTIVELY RESTRICT AND PREVENT THE APPLICATION OF COMMON SENSE TO ESSENTIAL DECISION-MAKING AND PLANNING FOR THE PURSUIT OF USEFUL OBJECTIVES. THERE IS, HOWEVER, A GROWING RECOGNITION THAT THE PURPOSE OF BUSINESS ENTERPRISES, LARGE AND SMALL ALIKE, IS TO CREATE WEALTH. COMPANIES, THEREFORE, HAVE A DIRECT INTEREST IN THEIR EMPLOYEES AND THE KNOWLEDGE AND SPECIFIC COMPETENCIES THEY BRING TO THE COMPANY AS WELL AS HOW TRAINABLE AND PROMOTABLE THEY BECOME AS BUSINESS AND PERSONAL GROWTH TAKES PLACE WITHIN THE MANPOWER PLAN. THAT RAISES THE QUESTION OF "HOW PEOPLE BECOME EMPLOYABLE, COMPETENT, PRODUCTIVE AND PROMOTABLE", ALL OF WHICH INVOLVES "LEARNING", AND THAT OF COURSE IS A VERY PERSONAL MATTER. LEARNING, ENTHUSIASM, INTEREST, COMPREHENSION, RETENTION, APTITUDE AND ATTITUDE ASIDE FOR A FEW MINUTES - WE KNOW THAT EARLY IN LIFE, A LIKE OR DISLIKE FOR LEARNING BEGINS TO FORM A PATTERN. PERSONS LEARN CERTAIN MATTERS OF INTEREST TO THEM WITH RELATIVE EASE. THOSE SUBJECT

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AREAS THAT COME A LITTLE HARDER CAN OFTEN BE MADE EXCITING AND INTERESTING. THAT BECOMES ONE OF MANY CHALLENGES FOR THOSE WHO TEACH AS WELL AS FOR THOSE WHO LEARN. I USE THE WORD "CHALLENGE", BECAUSE LEARNING CAN BE HARD WORK AS WELL AS A PLEASANT PERSONAL EXPERIENCE. MOTIVATING THE PERSON TO LEARN AND TO ENJOY IT -- THROUGH LEADERSHIP AND COMMITMENT BY THOSE WHO TEACH -- IS AN ESSENTIAL INGREDIENT. APPLICATION OF MOTIVATIONAL TECHNIQUES AND INTEREST GENERATING SHOULD BEGIN IN ELEMENTARY SCHOOL GRADES AND CONTINUE THROUGH TO GRADUATION FROM SECONDARY SCHOOL. IT THEN BECOMES A WAY OF LIFE, OF THINKING AND BEING, IF WELL FACILITATED IN SCHOOL, WHERE THE FORMATIVE YEARS, IN LARGE MEASURE, INFLUENCE THE FUTURE. EDUCATION HAS OVER ITS YEARS OF EVOLUTION BECOME MORE TIME-BASED, RATHER THAN PERFORMANCE-BASED.

THAT SEEMS TO BE THE NORM, WHILE IT HAS BECOME APPARENT THAT TIME CONSUMED FOR LEARNING IS NOT DIRECTLY RELATED TO THE QUANTITATIVE OR QUALITATIVE ASPECTS OF WHAT MUST, HAS OR SHOULD HAVE BEEN LEARNED. THAT CONFIRMS THAT ALL INDIVIDUAL LEARNERS DON'T LEARN OR RETAIN AT IDENTICAL TIME-BASED RATES ANY MORE THAN THE INDIVIDUAL COLLEGES AND INSTITUTES ARE EQUAL IN EVERY RESPECT. IT SHOULD BE OBSERVED THAT IN A LEARNING ENVIRONMENT AS WELL AS COMPARISONS OF COLLEGES AND INSTITUTES WE MUST BE CAREFUL WITH PERCEPTIONS ABOUT EQUALITY BECAUSE NOTHING IS MORE UNEQUAL THAN THE EQUAL TREATMENT OF UNEQUALS. LET'S GET ON, HOWEVER, TO THE NEXT QUESTION CONFRONTING THE INDIVIDUAL WHICH IS ONE OF CHOOSING A CAREER AND THAT IS MOST OFTEN A "HAPPENING". IT PRO-

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BABLY "HAPPENED" FOR MOST OF US -- WHEN THERE WERE A LOT LESS CHOICES THAN IN TODAY'S COMPLEX SOCIETY. IF THAT IS SO, THEN WHAT INTELLIGENT APPROACH CAN BE TAKEN BY THOSE WHO WANT TO BE EMPLOYABLE WITHIN THE JOBS THE "ECONOMIC MOSAIC" OF LARGE AND SMALL ENTERPRISES HAVE TO OFFER? THERE ARE A FEW ASSUMPTIONS THAT COULD BE PONDERED. ALL EMPLOYERS WANT TO RECRUIT TRAINABLE PEOPLE HAVING GROWTH POTENTIAL WITHIN THE COMPANY'S MAINSTREAM OR SUBSIDIARY OPERATIONS. YOU MIGHT ASK, "WHAT CONSTITUTES A TRAINABLE PERSON AND HOW DO PEOPLE BECOME TRAINABLE?"

ALL EDUCATIONAL AND LEARNING EXPERIENCES, PURSUED PRIOR TO THE FIRST JOB INTERVIEW, PROVIDE SOME BASIS FOR THE EMPLOYER TO ASSESS TRAINABILITY AND PROBABILITY FOR GROWTH POTENTIAL. A COMPANY, THAT DEPENDS UPON PRODUCTIVITY AT AFFORDABLE AND COMPETITIVE COST, DEPENDS ALSO UPON THE SUM TOTAL OF THE EXPERTISE WITHIN ITS WORKFORCE. THE KNOWLEDGE, EXPERTISE AND ABILITY TO APPLY THE KNOWLEDGE OF INITIAL LEARNING TO THE JOB BECOMES REGULARLY MORE COMPLEX AS TECHNOLOGY IN ALL ITS FORMS FINDS MORE APPLICATIONS IN COMPANIES AND INDUSTRIES. THE TECHNICAL TALENT NEEDED IN THE PAST WAS OFTEN FOR JOBS WHERE ABSTRACT REASONING REQUIREMENTS WERE MUCH LESS A REQUIREMENT. AN ANALOGY OF SUCH JOBS COULD HAVE BEEN IN THE ORDER OF 90% DOING WITH 10% KNOWING. AS THE APPLICATION OF TECHNOLOGY AND MANY FORMS OF PRODUCTIVE SOPHISTICATION PROCEEDS, THOSE JOBS ARE DISAPPEARING AT AN ALARMING RATE AND BEING REPLACED FASTER THAN PEOPLE CAN BE TRAINED AND

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DEVELOPED FOR THE KIND THAT INVOLVE 90% KNOWING AND 10% DOING. TRADITIONAL APPROACHES IN EDUCATION AND IN INDUSTRY CANNOT AVOID FACING UP TO THE ALMOST IMMEDIATE NEED FOR MAJOR CHANGE IN PREPARING PERSONS TO BE TRAINABLE IN INDUSTRY - AT A FASTER RATE TO A HIGHER LEVEL THAN EVER BEFORE. IT IS NO LONGER SUFFICIENT TO CONCLUDE THAT ONE IS EMPLOYABLE AND TRAINABLE IN INDUSTRY ON THE BASIS OF A SET NUMBER OF TIME-BASED YEARS OF SCHOOLING, INSTITUTIONAL TRAINING, OR A HARD-EARNED EDUCATIONAL CREDENTIAL. WHILE SUCH ACCOMPLISHMENTS ARE VERY IMPORTANT, COMPANIES AND INDUSTRIES NO DOUBT EXPECT THOSE OF US IN VARIOUS SECTORS OF EDUCATION TO PAY MORE ATTENTION TC THE INGREDIENTS OF LEARNING THAT ARE DIRECTLY, AS WELL AS INDIRECTLY, REQUIRED FOR INITIAL EMPLOYABILITY AND TRAINABILITY AS WELL AS FIRM FOUNDATION FOR CAREER-GROWTH POTENTIAL. TO MOVE TOWARD THAT EXPECTATION THERE IS NEED FOR A PRODUCTIVE AND WELL-ARTICULATED RELATIONSHIP BETWEEN SECONDARY SCHOOLS AND THE INSTITUTES AND COLLEGES. THAT DOESN'T EMERGE THROUGH OCCASIONAL MEETINGS OF EDUCATORS BUT RATHER THROUGH THE LADDERING OF CURRICULUM AND LEARNING TASKS TO DEFINE WHAT MUST BE LEARNED AND MASTERED AS A MINIMUM REQUIREMENT SUPPLEMENTED BY IDENTIFYING WHAT ELSE AS WELL SHOULD BE LEARNED WHILE POINTING THE DIRECTION TO WHAT MAY BE LEARNED TO AVOID WASTING TIME AT EACH RUNG OF THE LADDER. FROM A CAREER PERSPECTIVE, LEARNING MUST THEN BE LADDERED WITH CLEAR OBJECTIVES FOR THE LEARNER TO GAIN KNOWLEDGE THAT IS TRANSFERABLE WITHIN A FAMILY OF OCCUPATIONS. THAT WAY THE LEARNING LADDER PROVIDES AN EARLY

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SENSE OF DIRECTION FOR THE LEARNER, AND PURPOSE AS WELL AS PERFORMANCE BECOME THE INCENTIVES TO LEARN.

LEARNING NEEDS TO BE MORE INDEPENDENT OF TIME, MORE OPEN-ENDED, LADDERED AND BETTER DEFINED, BECAUSE TRAINABLE PERSONS ARE BADLY NEEDED AND THE NEED FOR THEM WILL INCREASE AS ECONOMIC RESTRUCTURING CONTINUES TO SIGNAL CHANGING EMPLOYMENT PATTERNS AND JOB REQUIREMENTS. CONTRARY TO OPINIONS WIDELY HELD, THERE IS VERY LITTLE TIME TO CATCH UP ON OUR LIMITED AND SHRINKING TALENT POOL, LET ALONE TO BROADEN AND DEEPEN IT. NO MATTER WHAT INDUSTRY EXPECTS, INDUSTRY AND EDUCATION NEED TO REPLACE SOME OF THE OLD MYTHS, SUSPICIONS AND TRAINING METHODS AND SHIFT DECISIVELY TOWARD COMPETENCY-BASED LEARNING AS A DIRECTIONAL IMPERATIVE. POST-SECONDARY EDUCATION CAN BE LIKENED TO INDUSTRY, IN THAT THE PRODUCTS OF THE EDUCATIONAL ENTERPRISE MUST BEAR AND INCLUDE AN AFFINITY FOR THE NEEDS OF SOCIETY AS WELL AS PRODUCTIVE EMPLOYMENT IN A CAREER SETTING. INDUSTRY'S EXPECTATIONS OF INSTITUTES AND COLLEGES WILL NO DOUBT INCLUDE A NEED TO EXAMINE THE CONTENT OF COURSES AND PROGRAMS, STANDARDS, EMPHASIS, RELEVANCE AND REASONABLY DEFINED LEVELS OF ACHIEVEMENT THAT CAN BE ANTICIPATED BY INDUSTRY, OF GRADUATES BRINGING AN EDUCATIONAL CREDENTIAL TO THE JOB INTERVIEW. WHILE THE INSTITUTES AND COLLEGES THEMSELVES FORM A PART OF THE EDUCATIONAL ENTERPRISE, PARTICIPATION IN THEIR EDUCATIONAL PROGRAMS IS ON A VOLUNTARY BASIS BY THE STUDENTS WHEREAS THE PUBLIC SCHOOL SYSTEM IS THE COMPULSORY SECTOR UP TO YOUNG ADULTHOOD. THE COMPULSORY AND VOLUNTARY

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SECTORS, HOWEVER, NEED TO WORK MUCH MORE CLOSELY TOGETHER ON THE DESIGN OF EDUCATIONAL PROGRAMS, TEACHING/LEARNING MATERIALS AND PERFORMANCE-BASED REQUIREMENTS.

WHILE INDUSTRY'S EXPECTATIONS OF EMPLOYABLE, TRAINABLE AND PROMOTABLE PERSONS FROM THE PUBLICLY-FUNDED EDUCATIONAL COMMUNITY IS REASONABLE ENOUGH IN ITSELF, THE EXPECTATION SIMPLY CAN'T BE MET IF THERE IS INSUFFICIENT PARTICIPATION, CONSULTATION AND "TOGETHERNESS". COMPANIES AND INDUSTRIES NEED TO ENCOURAGE THE APPOINTMENT OR ELECTION OF THEIR EMPLOYEES TO COLLEGE AND INSTITUTE BOARDS, SCHOOL BOARDS, VARIOUS COMMISSIONS AND ENDEAVORING TO EXTEND THEIR PARTICIPATION IN PROGRAM ADVISORY COURSE DESIGN AND ARTICULATION COMMITTEES. THE INVOLVEMENT OF INDUSTRY IN PUBLIC EDUCATION AS WELL AS INDUSTRIAL TRAINING ON THE JOB IS ESSENTIAL. PUBLIC EDUCATION, THE FIRST TIER OF TWO, INCLUDES INITIAL AND FORMATIVE LEARNING EXPERIENCES WHICH, FROM A CAREER PERSPECTIVE, SHOULD KNIT WITH THE SECOND TIER OF TRAINING ON THE JOB IN INDUSTRY TO THE EXTENT POSSIBLE AND PRACTICAL.

IT SHOULD BE NOTED, HOWEVER, THAT AS LARGE NUMBERS OF PERSONS PASS THROUGH THE GATES OF THE PUBLIC EDUCATION ENTERPRISE, COMPANIES AND INDUSTRIES SCREEN OUT THE NUMBERS THEY CAN OFFER EMPLOYMENT, BUT THE NUMBER OF JOBS AVAILABLE ARE GOVERNED BY ECONOMIC FACTORS RATHER THAN PURELY EDUCATIONAL FACTORS. CLEARLY, THE PURPOSE OF A BUSINESS ENTERPRISE IS TO CREATE WEALTH AND IT MUST THEREFORE BE STRICTLY COST-EFFECTIVE AND CANNOT CREATE UNNECESSARY JOBS OR BEAR COSTS THAT HAVE

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LITTLE RELATIONSHIP TO THE ENTERPRISE. THIS NO DOUBT ACCOUNTS FOR THE FACT THAT VERY LITTLE ACTUAL TRAINING IS DONE IN INDUSTRY EXCEPT FOR A FEW OF THE LARGER COMPANIES WHO NORMALLY DO A VERY GOOD JOB OF IT.

TIER TWO, ON-THE-JOB TRAINING OPPORTUNITIES ARE VERY LIMITED AND CONFUSION APPEARS TO EXIST BETWEEN EXPERIENCE GAINED ON THE JOB VERSUS ACTUAL TRAINING DELIVERED ON THE JOB. THEY ARE QUITE DIFFERENT DYNAMICS. ONE CONCENTRATES ON JOB ORIENTATION AND EXPERIENCE WHILE THE OTHER CONCENTRATES ON LEARNING, KNOWLEDGE AND DEMONSTRATED ABILITY TO APPLY IT.

TRAINING IN INDUSTRY IS IMPORTANT - VERY IMPORTANT. IT TENDS TOWARD BEING COMPETENCY-BASED OF NECESSITY. IT IS USUALLY GEARED MOST SPECIFICALLY TOWARD:

-- IMPROVING PRODUCTIVITY BY MINIMIZING PROCESS LOSSES
-- SAFETY, SAFE PRACTICES, AND PROMOTING SAFETY CONSCIOUSNESS
-- REDUCING DAMAGE TO COSTLY EQUIPMENT THROUGH SPECIALIZED TRAINING
-- IMPROVING SYSTEMS, PROCEDURES, METHODS OR APPLICATIONS
-- UNDERSTANDING THE IMPORTANCE OF GROUP RELATIONSHIPS IN THE PRODUCTION PROCESSES
-- AND SO FORTH, RECOGNIZING THAT THE TRAINING NEEDS OF AN EMPLOYEE IN A JOB WHICH IS REPETITIVE IN NATURE COMPARED TO ANOTHER POSITION WHERE OPERATING PROBLEMS ARE "ONE OF A KIND" WILL BE DISTINCTLY DIFFERENT AND NORMALLY MORE JUDGEMENTAL OR ANALYTICAL IN NATURE.

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ALCAN AT KITIMAT AND COMINCO IN TRAIL HAVE DEVELOPED EXCELLENT INTERNAL TRAINING CAPABILITIES AND KNOW HOW TO IDENTIFY WHAT IS NEEDED - AND HOW TO PROVIDE IT BY THEMSELVES OR THROUGH THE UTILIZATION OF MANY SOURCES OF OUTSIDE SERVICES, INCLUDING CONSULTANTS, INSTITUTES, COLLEGES, UNIVERSITIES AND OTHERS. THE ACHIEVEMENTS OF ALCAN AND COMINCO IN ON-THE-JOB AND IN-HOUSE TRAINING ARE AMONG THE EXCEPTIONS AS FAR AS COMPANIES AND INDUSTRIES ARE CONCERNED. BY FAR, THE SMALL-TO-MEDIUM SIZE COMPANIES WHICH PROVIDE THOUSANDS OF PRODUCTS AND SERVICES, AS WELL AS ACCOUNTING FOR UP TO 70% OF THE JOBS FOUND IN THE ECONOMIC MOSAIC, EITHER CAN'T AFFORD OR DON'T HAVE THE EXPERTISE TO DESIGN AND DELIVER ON-THE-JOB TRAINING. THEREFORE, THE SUBJECT OF THE PANEL WOULD PERHAPS SUGGEST A NEW TITLE WHICH COULD BE

EXPECTATIONS OF EDUCATIONAL INSTITUTIONS BY THE COMPANIES, BUSINESSES AND INDUSTRIES OF THE ECONOMIC MOSAIC

OR

THE NEED FOR BROADENING AND DEEPENING THE TALENT POOL WITHIN THE PEOPLE MOSAIC TO ENSURE A PRODUCTIVE ECONOMIC MOSAIC.

TAKE YOUR CHOICE BECAUSE THE FACTS TELL US WE MUST ALL LEARN TO WORK SMARTER AND NOT JUST HARDER. THIS CAN'T BE DONE UNLESS THE EDUCATIONAL COMMUNITY AND VARIOUS ELEMENTS OF THE ECONOMIC COMMUNITY AND BUSINESS ENTERPRISE GET THEIR CONSULTATIVE MECHANISMS TOGETHER. IF THAT COULD BE ACHIEVED, BOTH WOULD SOON BECOME SO SUPPORTIVE OF EACH OTHER, THEY WOULDN'T HAVE TIME TO WONDER WHY IT TOOK THEM SO LONG TO GET

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AROUND TO IT. WHAT IS SUGGESTED HERE IS THAT THE LIKELIHOOD OF A SOLID CONSENSUS CONCERNING THE EXPECTATIONS OF COMPANIES, BUSINESSES AND INDUSTRIES IN RELATIONSHIP TO COLLEGE AND INSTITUTE RESOURCES IS REMOTE INDEED. SIMPLISTICALLY, IT WOULD BE REASONABLE TO CONCLUDE THEY WOULD WANT TO EMPLOY TRAINABLE, PRODUCTIVE AND PROMOTABLE PEOPLE AND THAT IS EXACTLY THE SAME KIND OF PEOPLE THE COLLEGES AND INSTITUTES WANT TO EMPLOY. BOTH PROBABLY GET THEIR SHARE OF AVERAGE, GOOD VERY GOOD AND EXCEPTIONAL SKILLS AND ABILITIES AMONG THE EMPLOYEES. HOWEVER, THERE IS NO KNOWN FORMULA FOR PRODUCING ONLY THOSE PERSONS HAVING EXCEPTIONAL SKILLS AND ABILITIES BECAUSE OF THE INGREDIENTS OF HOMO SAPIENS OR "HOMO THE SAP" AS THE CASE MAY BE. PEOPLE HAVE INDIVIDUALIZED QUALITIES, CHARACTER, AND TRAITS THAT THUS FAR HAVE ESCAPED THE DUBIOUS BENEFITS OF GENETIC ENGINEERING. INDUSTRY'S EXPECTATIONS ARE IMPORTANT. HOWEVER, IF THEY'VE BEEN WATCHING, AND I EXPECT THEY HAVE, THEY WILL HAVE SEEN OUR ECONOMY IS CHANGING VERY RAPIDLY, REQUIRING A NEW KIND OF LEADERSHIP WITHIN VARIOUS PARTS OF THE ECONOMIC MOSAIC. EDUCATION AS A PEOPLE ENTERPRISE NEEDS TO RECOGNIZE THE NEED FOR A NEW AS WELL AS RENEWED PATHWAY. THE BEST WAY TO FIND THIS PATHWAY IS TO BEGIN WALKING ON IT. IF INDUSTRY AND EDUCATION WILL WALK IT, SIDE-BY-SIDE, SO MUCH THE BETTER FOR OUR COUNTRY AND ITS PEOPLE.

LET ME BEGIN A SHORT SUMMATION OF WHAT APPEARS TO BE IMPORTANT -- PERHAPS EVEN SEEN AS ESSENTIAL FOR INDUSTRY AND EDUCATION:

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(1) THE EDUCATIONAL ENTERPRISE SHOULD REVIEW ITS PRESENT PROGRAM OFFERINGS TO INCLUDE MORE ATTENTION TO THE CAREER AND EMPLOYMENT PROBABILITIES AHEAD. CONTINUING REVISION OF LEARNING MATERIALS, WITH INDUSTRY INPUT, AND MORE FLEXIBLE DELIVERY METHODS, COUPLED WITH A SHIFT IN EMPHASIS FROM TIME AS A CRITERIA TO COMPETENCE AND DEMONSTRATED KNOWLEDGE AS A MEASURABLE OUTCOME, APPEAR TO BE MORE IMPERATIVE THAN EVER BEFORE IN RECENT HISTORY.

(2) INDUSTRY, BUSINESS AND COMMERCE, IN GENERAL, SHOULD BECOME INCREASINGLY ACTIVE AND SUPPORTIVE TOWARD SERVING AND INFLUENCING THE OUTCOMES OF TRAINING PROGRAMS DIRECTLY RELATED TO EMPLOYABILITY.

(3) TRAINING IN INDUSTRY MUST BE INCREASED, IMPROVED AND SUPPORTED TO IMPROVE PRODUCTIVITY, SAFETY AND COST-EFFECTIVENESS. FAILURE TO REMAIN COMPETITIVE IN DOMESTIC AND WORLD MARKETS IS A LUXURY WELL BEYOND OUR ABILITY TO AFFORD. WE SIMPLY CAN'T BORROW OUR WAY TO PROSPERITY BUT WE CAN WORK TOGETHER TO EARN OUR WAY TOWARD IT.

(4) THE NUMBER OF INITIAL TRAINING OPPORTUNITIES MUST BE SIGNIFICANTLY INCREASED IF WE ARE TO OVERCOME PREDICTABLE AND SERIOUS SHORTAGES IN THE TALENT POOL OF SEMI-SKILLED, SKILLED, HIGHLY SKILLED AND SENIOR LEVEL COMPETENCIES IN THE WORKFORCE.

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(4) CONT'D. EXISTING COURSES, PROGRAMS AND LEARNING OPPORTUNITIES MUST BE UPDATED, AS WELL AS HAVE PURPOSE AND RELEVANCE, WHEN DIRECTED TOWARD EMPLOYABILITY, BECAUSE EMPLOYERS CANNOT PROVIDE TODAY'S INCOMES AND BENEFITS COSTS WITHOUT ACCOMPANYING PRODUCTIVITY. NEW AND ADVANCED LEVEL TECHNICAL, TECHNOLOGICAL AND APPLIED TECHNOLOGY LEARNING OPPORTUNITIES MUST QUICKLY EMERGE AND BE SEEN AS A PRIORITY, FROM AN ECONOMIC PERSPECTIVE.

(5) LINKAGES MUST BE IMPROVED BETWEEN INDUSTRY, CAREERS AND EDUCATION -- TO EFFECT A FORM OF "MARRIAGE" BETWEEN THE LEARNING DELIVERED BY THE EDUCATIONAL NETWORK AND THE OBJECTIVES THAT CAN BE ACHIEVED THROUGH ON-THE-JOB TRAINING IN INDUSTRY AND THERE MUST BE A SIGNIFICANT INCREASE IN ON-THE-JOB TRAINING.

(6) AFTER WE'VE MOVED TOGETHER ON SOME OF THESE POINTS, IT APPEARS NECESSARY FOR GOVERNMENTS - NATIONAL, PROVINCIAL AND LOCAL - TO RECOGNIZE THE NEED FOR THE DEVELOPMENT OF TECHNICAL EDUCATION POLICIES, TO BUILD AND BROADEN AS WELL AS DEEPEN THE NATION'S TALENT POOL -- EXTENDING FROM INITIAL TRAINING EXPERIENCES FOR EMPLOYABILITY, FOLLOWED BY GROWTH OF THE INDIVIDUAL DURING EMPLOYMENT. THAT WOULD ENSURE THE NUMERICALLY SMALLER NUMBERS OF SENIOR TECHNICIANS AND COMPETENT PROFESSIONALS CAN AND WILL RISE TO THE TOP OF THEIR PERSONAL CAREER AMBITIONS IN A RESTRUCTURING INDUSTRIAL ECONOMY, MOVING TOWARD GROWTH IN SECONDARY MANUFACTURING AND INTERNATIONAL

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(6) CONT'D. TRADE. IF WE GET TOO MESMERIZED BY COMPUTERS AND SOMETHING CALLED "HIGH TECH" WE COULD EASILY OVERLOOK TOO MANY VARIABLES AFFECTING TOO MANY REQUIREMENTS FOR A HEALTHY ECONOMIC MOSAIC.

IN CONCLUSION, THERE IS SOMETHING GOOD FOR ALL OF US TO CONSIDER, ADVOCATE AND PURSUE WITH VIGOR. AS EDUCATION, INDUSTRY AND SOCIETY AS A WHOLE BEGINS TO RECOGNIZE THAT JOBS CAN NO LONGER BE SEEN OR CONSTRAINED AS INDIVIDUALIZED NEATLY TITLED LITTLE PACKAGES BY THEMSELVES ANY MORE THAN THE LEARNING PROCESS CAN BE LOCK-STEPPED ON THE BASIS OF TIME ALONE, WE MAY THEN MORE READILY ACCEPT THE NOTION THAT TWO TIERS OF LEARNING, COMPLEMENTARY TO EACH OTHER, HAVE BECOME MORE ESSENTIAL THAN EVER BEFORE IN THE PAST --- AND --- THAT IS BUT ONE OF THE REASONS WHY INDUSTRY'S EXPECTATIONS IN RELATIONSHIP TO COLLEGE AND INSTITUTE RESOURCES MUST BE REALIZED THROUGH A FORM OF JOINT VENTURING BASED ON CONSULTATION, TRUST, AND UNDERSTANDING OF THE PURPOSES AND WORTH OF WHAT IS TAUGHT AS WELL AS LEARNED BY THE INDIVIDUALS.

THANK YOU VERY MUCH!

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